

## Demographic Profile Submission 3

<b>Demographic Profile: Class and Individual Student Information</b> <b>( TPE 1.1, 3.2, 4.1, 4.2, 4.5 SSP-DAP )</b>		
Number of Students in Class Male: 14	Female: 17	Total: 31

<b>English Language Arts ELA</b>		<b>Mathematics</b>		<b>English Language Learners (ELL)</b>	
Level (Circle)	Number of students per level	Level (Circle)	Number of students per level	Level (Circle)	Number of students per level
Beginning	6	Low	6	Emerging	2
Intermediate	21	Medium	20	Expanding	1
Advanced	3	High	4	Bridging	2

  

<b>Special Education Students</b>	
IEP Identification (Speech, hearing impaired, autism, etc.)	Specific considerations for each student
ADHD	<p>Before the start of the day or before a subject, social emotional lessons should be reviewed. Have student/students repeat the class motto, "Grrrrr. I got grit, how about you? I got grit just like you. Now watch us move". Remind students to not give up. Its not about how many they finish or how many they get correct, but if they are truly understanding. FS2 is allowed to pick the number and type of work she wants to do. A special sheet cover is provided to cover the other work she doesn't need to focus on. FS2 is allowed flexible sitting whether it's the group table or in the pod. FS2 is also allowed breaks in between work and can chose between sensory or movement breaks. FS2 is also allowed to bring a sensory toy or a stress ball when doing her independent work.</p>

### Three Identified Student Profiles

One identified Special Education student, one English Language Learner,  
one Special Circumstance student

<b>Student #1 English Language Learner</b>		
Student Name: FS1		
Special Identifications (ELL, GATE, Special Need): ELL	Math (circle one): <input checked="" type="radio"/> low <input checked="" type="radio"/> medium <input type="radio"/> high	Reading (circle one): <input checked="" type="radio"/> low <input checked="" type="radio"/> medium <input type="radio"/> high
Linguistic and/or Cultural Background:  FS1 and his family immigrated to the US 2 years ago. Prior to attending school in the US, FS1 has never attended school in Russia. Children in Russia don't start public school till first grade. According to his assessment his overall English language is somewhat developed (2). His oral language was scored as well developed (4) and his written language was minimally developed (1).	Family/Home Background:  Everyday, FS1's parents pick him up from school and walk back home. Due to increase in behaviors in the class, the teacher created a behavioral chart for FS1 and reports to the parents on a weekly basis. It has been stated that FS1's parents are appreciative and involved in the cooperation of FS1's behaviors at school.	
Health and/or Physical Considerations:  FS1 does not display or has any history of health conditions. FS1's lunch consists of healthy food such as fresh fruits and vegetables.	Socio-emotional Learning  Considerations/Social Development Factors:  FS1 tries to avoid work and escapes from class as much as he can. He drinks a lot of water and uses the bathroom as a way to escape. FS1's bathroom breaks can be as long as 20-30 minutes. FS1 is only allowed to use the bathroom 4 times a day. However, FS1 and I are building trust. Trust in Russian is "tct" pronounced at "teh-is-teh". FS1 has a lot of pride. When a friend jokingly pokes or challenges FS1, especially his pride, he starts a fight. We are working on how to understand English jokes.	
Assets/Funds of Knowledge:  FS1 has a lot of empathy. When a new friend from Russia entered the class, FS1 was immediate to friend him. FS1 carries a lot of pride for being and	Interests and Aspirations:  During WIN, FS1 is placed in a group with other Russian peers. I have FS1 teach me simple words to help him and his peers in writing. For	

<p>speaking Russian. FS1 is worried that the new Russian friend might move away if he is not welcomed or feel belonged.</p>	<p>example, I learned capital and period in Russian so that I so that I can use it as a friendly reminder. FS1 always wants to help.</p>
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<b>Student #2 Special Needs Student</b>	
Student Name: FS2	
Special Identifications (ELL, GATE, Special Need): IEP for ADHD	<p>Math (circle one): <input checked="" type="radio"/> low <input type="radio"/> medium <input type="radio"/> high</p> <p>Reading (circle one): <input checked="" type="radio"/> low <input type="radio"/> medium <input type="radio"/> high</p>
<p>Linguistic and/or Cultural Background:</p> <p>FS2 has recently been qualified for an IEP for her ADHD. Though her family is only English speaking, her writing and readings skills are minimally developed. FS2 is seated in the front row right next to the teacher's desk.</p>	<p>Family/Home Background:</p> <p>FS2's parents just went through a divorce. Dad is in military with strict parental views. Mom is the opposite, where she gives Raelee a lot of freedom and to overcompensate for dad's strict parenting style. Both parents are involved in Raelee's life and participates in school activities and meetings together.</p>
<p>Health and/or Physical Considerations:</p> <p>Raelee has been academically and medically diagnosed with ADHD. She has qualified for an IEP.</p>	<p>Socio-emotional Learning Considerations/Social Development Factors:</p> <p>FS2 gets easily overwhelmed with the amount of work that needs to be done. FS2 will display self-injurious behaviors when getting frustrated such as hitting herself on the forehead. FS2 is allowed to choose how many and type of work she wants to finish. FS2 is allowed to have sensory or movement breaks in between. A special paper is provided to cover the work she doesn't need to focus on, so the amount doesn't look too overwhelming. FS2 heavily depends on grownups to tell her what to do versus her thinking of it on her own. FS2 often feels she doesn't know where to start or how to start.</p>
<p>Assets/Funds of Knowledge:</p> <p>FS2 is a visual learner. When doing multiplication and division she relies mostly on drawing and</p>	<p>Interests and Aspirations:</p> <p>FS2 participated in the school's talent show. She danced and sang for the show. FS2 loves</p>

<p>grouping the numbers. However dividing with bigger numbers can get challenging and frustrating. When explaining things to FS2, drawing and visual learning seems to be the most affective. FS2 is also strong in tracing and copying. Though she may have a harder time creating from an empty canvas, she can also be creative by copying images.</p>	<p>to draw and is constantly doodling during free time. FS2 loves to dance, sing and play soccer.</p>
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### **Student #3 Special Circumstances Student**

<p><b>Student Name:</b> FS3</p>	
<p><b>Special Identifications (ELL, GATE, Special Need):</b> ELL (all of his scores are well developed (4) and bridging well.)</p>	<p>Math (circle one): <input type="radio"/> low <input checked="" type="radio"/> medium <input type="radio"/> high</p> <p>Reading (circle one): <input type="radio"/> low <input checked="" type="radio"/> medium <input type="radio"/> high</p>
<p><b>Linguistic and/or Cultural Background:</b> FS3 has a lot of potential and has a lot of academic skills. He often says that school work is too easy or too hard. When it comes to his assessments/tests, he does very well.</p>	<p><b>Family/Home Background:</b> FS3 has a lot of freedom at home. When asked about his weekend, he mostly play Roblox and plays soccer with another classmate. This week, was Samyar's turn to be start student. Sadly, FS3's did not fill out his Getting to Know our Star Student presentation. When some classmates laughed about it, I was surprised to see that FS3's response was also to laugh about. I'm not sure if it was FS3's one way diverting from the situation, wanting peer attention (even if its negative) or was nervous and did not know how to respond.</p>
<p><b>Health and/or Physical Considerations:</b> No known health conditions.</p>	<p><b>Socio-emotional Learning Considerations/Social Development Factors:</b> FS3 is constantly seeking attention. Many times throughout the day, I see FS3 dancing in the corner of the classroom. Most often he is seeking attention from peers. Despite who is presenting, FS3 talks loudly over to his peer. I try to give FS3 many opportunities to have dancing breaks out in the pod, but he refuses. When the teacher sends FS3 out in the pod,</p>

	<p>he finds it very insulting and fights against it. With every chance, I try to include dancing breaks without it being too disruptive. FS3 does not like to write his name on his paper. He argues that he knows and the teacher knows what his writing looks like.</p>
<p><b>Assets/Funds of Knowledge:</b> Has a lot of academic knowledge and skills. He learns content very quickly and picks up on the strategies easily. For example when learning pronouns or division he understood the work and will finish quickly.</p>	<p><b>Interests and Aspirations:</b> FS3 loves Roblox and any games. To gain relationship with FS3 I have talk about he played Roblox over the weekend. Many times, he will continue to ask if I want to learn more about Roblox.</p>

<b>Other General Classroom Concerns</b>
<p><b>General cultural and linguistic background of students (home/family):</b> Most students in the class are middle class or upper middle class. 4 families are immigrant families from Dubai, Russia, Korea or Iran that have recently moved to America within the past year. Only a few students attend Rainbow Rising, which is a paid after school program. The rest of the students come from families who predominantly speak English at home.</p>
<p><b>Health considerations or physical development factors (if any)</b> FS2 has been diagnosed with ADHD, but no other students have any physical or health concerns. One student has anxiety, but has not been assessed or received any medical diagnosis. Another student who had immigrated from Iran has a medical diagnosis of autism, has been assessed, but did not qualify for an academic IEP.</p>
<p><b>Socio-emotional developmental (SEL) factors that may influence instruction in this academic area</b> I want to emphasize the importance of class teamwork and grit. I have created a saying, "Grrrr, Grrrr I've got grit, how about you? I've got grit just like you. Now watch us move!". Like FS1, I want the class to have empathy for peers. I want them to motivate each other to learn, try harder versus telling on them. I used FS1 as an example of his kindness and support to peers whose English wasn't their first language. FS2 took a lot of pride in it. I also want to emphasize the</p>

importance of grit. Don't give up. It's about how many problems you could finish or how many you were able to get correct. It's about understanding and trying even though its tough.

**Interests and/or aspirations in the class (relevant to this academic area)**

Students are into Roblox, collecting Pokemon cards, colorful pens and Minecraft. Some of the boys in the class are really into soccer. They wear their soccer jerseys everyday. I want to use their interest and current soccer news to help them find a connection to what they are learning.

Students are given "Owl Stars" as cash rewards to buy a prize. The whole class also works on receiving WOW points, where they receive extra recess time, party and more. Each the individuals and as a class receive different set of points, if they become negative the teacher makes phone calls home or if positive teacher makes positive phone calls home. The teacher provide different ways reinforcing the right behavior in class.

**9. Anticipated Difficulties:** The bridge between the concerns for individual students identified in Section 7 and how this will play out in the context of the actual classroom setting and lesson plans. Based on the information above, what difficulties may students have with the content? Specify anticipated difficulties for English language learners, students with special needs, or students with unique needs.

With one specific ELL learner, he just immigrated to the States from Russia within the past 2 months. Though he has some language, writing and math skills, his comprehension is very low. Most of the time, he seems lost. When seated close to FSI, it has been huge distraction. Though they are 3rd graders, I believe gestures are very important in speaking and when learning vocabulary words. Throughout the day and especially learning vocabulary words, I will use gestures to help remember and guide the students. I also strongly believe in learning a few words in their home language. It truly brightens up their facial expression and a sense of connection. Speaking to students in their home language also encourages other students to learn and introduce their home language as well.